



**PARCC ASSESSMENT SYSTEM: DESIGN AND
UPDATES**

MARCH 5, 2013

Evidence Based Assessment



The PARCC assessment system is designed to assess students' readiness for success in college and careers.

Key Shifts—Mathematics



- 1. Focus** strongly where the Standards focus
- 2. Coherence: Think** across grades, and **link** to major topics within grades
- 3. Rigor:** In major topics pursue **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity.

CLAIMS DRIVING DESIGN: MATHEMATICS



Master Claim: On-track for college and career readiness.

Students solve grade-level/course-level problems in mathematics as set forth in the Standards for Mathematical Content **with connections to the Standards for Mathematical Practice.**

Sub-Claim A: Students *solve problems involving the major content for their grade level* with connections to practices.

Sub-Claim B: Students solve problems involving the additional and supporting content for their grade level with connections to practices.

Sub-Claim C: Students express mathematical reasoning by constructing mathematical arguments and critiques.

Sub-Claim D: Students *solve real world problems* engaging particularly in the modeling practice.

Sub-Claim E: Students demonstrate fluency in areas set forth in the Standards for Content in grades 3-6.

Overview of Mathematics Task Types



PARCC mathematics assessments will include three types of tasks:

I. Tasks assessing concepts, skills and procedures

Balance of conceptual understanding, fluency, and application

Machine scorable;
Included on EOY and PBA

II. Tasks assessing expressing mathematical reasoning

Written arguments/justifications, critique of reasoning, or precision in mathematical statements

Mix of machine and hand scored responses;
Included on PBA only

III. Tasks assessing modeling/applications

Modeling/application in a real-world context or scenario

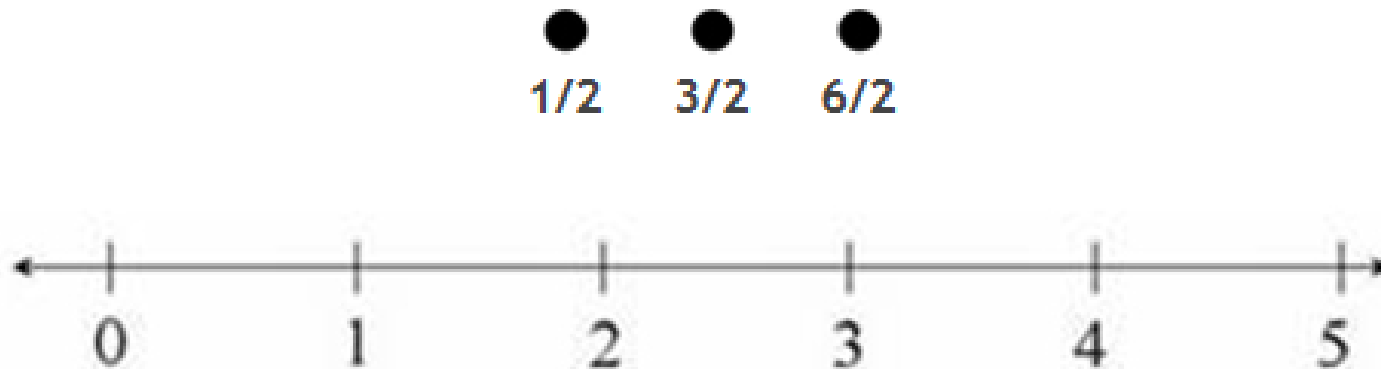
Mix of machine and hand scored responses;
Included on PBA only

Type I: Tasks assessing concepts, skills, and procedures



SAMPLE ITEM

Drag each fraction to the correct location on the number line.



The fraction number line task is adapted from a task available at <http://illustrativemathematics.org>.

[Reset](#)

Type II: Tasks assessing mathematical reasoning



SAMPLE ITEM

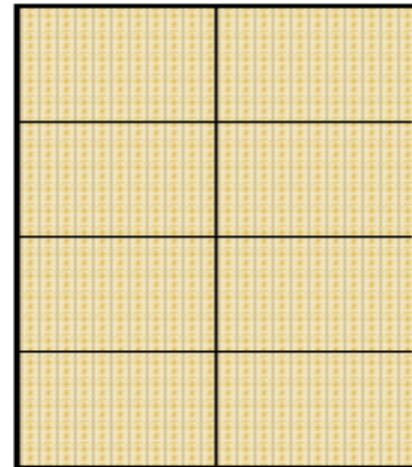


Part A

A farmer plants $\frac{3}{4}$ of the field with soybeans.

Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.

Farmer's Fields



Soybean

[Reset](#)

Type II: Tasks assessing mathematical reasoning



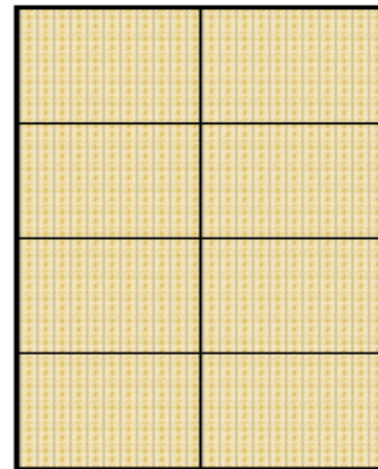
SAMPLE ITEM

Part B

Type a fraction different than $\frac{3}{4}$ in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$$\frac{\boxed{3}}{\boxed{4}} = \frac{\boxed{}}{\boxed{}}$$

Farmer's Fields



[Reset](#)

Explain why the two fractions above are equal.

Type III: Tasks assessing modeling/applications

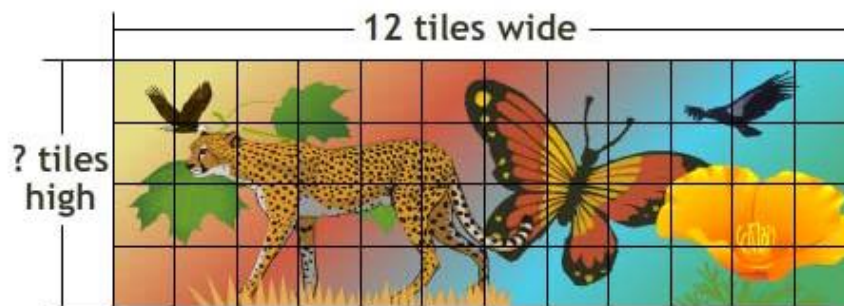


School mural (grade 3)

◀ About the task CCSSM Alignment **Part a** Part b Scoring ▶

There is a large mural made of colored tiles at the entrance of Rena's school.

The mural is made with 48 square tiles and is 12 tiles wide.



Drag tiles into the boxes to show a number sentence that can be used to find how many tiles high the mural is.

4	6	8	10	12	48
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<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
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Submit Answer

Type III: Tasks assessing modeling/applications



School mural (grade 3)

◀ About the task CCSSM Alignment Part a **Part b** Scoring ▶

There is a large mural made of colored tiles at the entrance of Rena's school.

A part of the mural was damaged in a heavy storm as shown. The part of the mural that was NOT damaged is 5 tiles long and 4 tiles high.

Rena wants to know how many tiles need to be replaced. First drag the tiles to label the model. Then fill in the blank with the number of tiles that need to be replaced in the mural.

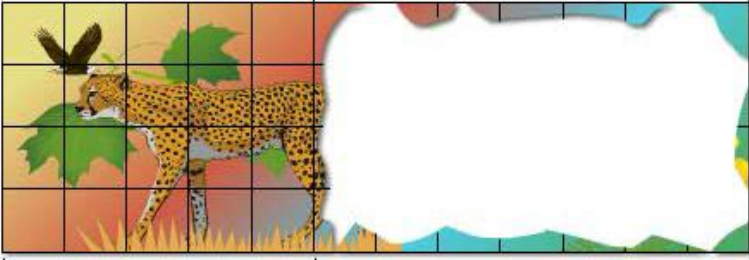
4×4

4×5

5×7

4×7

5×10



+

=

4×12

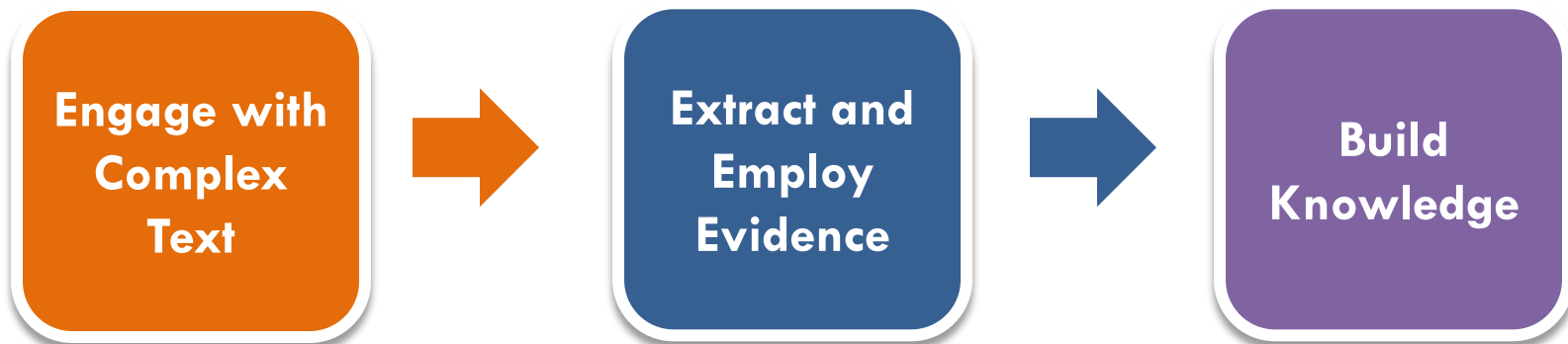
tiles need to be replaced in the mural.

Submit Answer

ELA/Literacy Shifts at the Heart of PARCC Design:



- 1. Complexity:** Regular practice with complex text and its academic language.
- 2. Evidence:** Reading and writing grounded in evidence from text, literary and informational.
- 3. Knowledge:** Building knowledge through content rich nonfiction.



Claims Driving Design: ELA/literacy



Students are on-track or ready for college and careers

**Students read and comprehend
a range of sufficiently
complex texts independently**

**Reading
Literature**

**Reading
Informational
Text**

**Vocabulary
Interpretation
and use**

**Students write
effectively when
using and/or
analyzing sources.**

**Written
Expression**

**Convention
and
Knowledge of
Language**

**Students build
and present
knowledge
through
research and
the
integration,
comparison,
and synthesis
of ideas.**

PARCC Summative Assessment: Item Types



- Evidence Based Selected Response (EBSR)
- Technology Enhanced Constructed Response (TECR)
- Range of Prose Constructed Response (PCR)

Evidence Based Selected Response: Grade 6 Example



Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- a. She is angry that he left her alone.
- b. She blames him for her difficult childhood.
- c. She appreciates his thorough knowledge of nature.
- d. She is grateful that he planned out her future.

Part B

Which sentence from the passage **best** shows Miyax's feelings for her father?"

- a. "She had been lost without food for many sleeps on the North Slope of Alaska."
- b. "This could be done she knew, for her father, an Eskimo hunter, had done so."
- c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Technology Enhanced Constructed Response:



Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

Claims

Earhart and Noonan lived as castaways on Nukumaroro Island.

Earhart and Noonan’s plane crashed into the Pacific Ocean.

People don’t really know where Earhart and Noonan Died.

Part A

Highlight the claim that is supported by the most relevant and sufficient evidence within “Earhart’s Final Resting Place Believed Found.”

Part B

Click on two facts within the article that best provide evidence to support the claim selected in Part A.

PARCC Summative Assessment ELA/Literacy Performance Tasks



Performance-Based Component

**Literary
Analysis
Task**

**Narrative
Task**

**Research
Simulation
Task**

Prose Constructed Response: Narrative Task



SAMPLE ITEM

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Answer:

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Prose Constructed Response: Research Simulation Task



SAMPLE ITEM

STUDENT DIRECTIONS

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Font Size... Font Family. **B** *I* U [List Bulleted] [List Numbered] [List Disc] [List Square] x_2 x^2 [Image]

Prose Constructed Response: Literary Analysis Task



SAMPLE ITEM

Student Directions

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that analyzes how Icarus’s experience of flying is portrayed differently in the two texts.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Answer:

Font Size...	Font Family...	B	<i>I</i>	<u>U</u>							x_2	x^2	

Literacy in Other Subject Areas



Science

History

Social Studies

Technical Subjects

Major Shifts...Summary



- Each item tied to multiple standards
- Use of technology enhanced items
- Use of authentic text (ELA/Literacy)
- Writing tied to reading (ELA/Literacy)
- Testing of content specific literacy standards (ELA/Literacy)
- Performance based math items
- Assessment of mathematical reasoning, modeling and application

Accommodations Updates:



- Reading accommodation and calculator policies
- Writing accommodation policies
- Accommodations manual
- ELL accommodations

Questions?



Resources:



For further information and resources related to the new assessment system, visit:

www.azed.gov (Standards & Assessment, PARCC)

www.parcconline.org

THANK YOU!

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